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ABSTRACT

The study provides in one source the various State certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States, obtained from State Directors of Vocational Education through a questionnaire; the related literature is reviewed. A 12-page table summarizes certification requirements in individual States. Fifteen tables accompany an analysis and comparison of these certification criteria as they exist in all the States. The research found more differences than similarities among the States' certification requirements. These differences and similarities are detailed, and it is concluded that, while most of the States provide post-secondary vocational stenographic-secretarial education and while the majority have Statewide requirements teachers must meet, there is little agreement among the States as to which criteria are most appropriate. It is recommended that a reciprocity plan for vocational business teacher certification should be developed, and that similar studies should be conducted to determine State certification requirements for all vocational business teachers at all educational levels. The questionnaire and a directory of State Directors are among the appendixes. (AJ)

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CERTIFICATION REQUIREMENTS FOR VOCATIONAL STENOGRAPHIC-SECRETARIAL TEACHERS IN POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS IN THE UNITED STATES

by

Evelyn E. Rogers

chelor of Science, University of North Dakota, 1972

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Independent Study

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Master of Science

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This Independent Study submitted by Evelyn E. Rogers in partial fulfillment of the requirements for the Degree of Master of Science from the Univer[illegible]th Dakota is hereby approved by the Faculty Advisor [illegible]der whom the work has been done.

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Permission

TITLE: CERTIFICATION REQUIREMENTS FOR VOCATIONAL STENOGRAPHIC-SECRETARIAL TEACHERS IN POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS IN THE UNITED STATES

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ABSTRACT

The problem of this study was to determine the certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States. State Directors of Vocational Education provided their state's certification requirements through a questionnaire which was prepared for this purpose.

The purpose of this study was to make available in one source the various state certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States.

The certification requirements provided in this study are those pertaining to formal education, educational major or specialization, vocational education courses, written examinations, teaching experience, and occupational experience. The study included an analysis and comparison of these certification criteria as they exist in all the states. In addition, the study provided a summarization of certification requirements by individual states.

From these analyses, comparisons, and summarizations, conclusions and recommendations were made.

CHAPTER I

INTRODUCTION

The U. S. Department of Labor projects that the average American will change jobs five or more times. (1) Americans are mobile people. Teachers change jobs and locales. They move from one school to another; from one level, or type, of school to another; and from one state to another. Likewise, teacher trainees may not teach in the state in which they are studying.

Mobility is especially likely for business educators because of the diversity of the field itself. Vocational office education is one aspect of business education. Vocational office education has a variety of school levels from which to choose. One of these levels is the post-secondary vocational-technical school, and within this type of school are several curricula. One of these curricula is the stenographic-secretarial curriculum.

However, because each state has aegis over its certification requirements, there is no guarantee that the teacher qualified to teach in the stenographic-secretarial curriculum in post-secondary vocational-technical schools in one state will be qualified for a similar teaching position in another state. The only way for a business educator to determine whether he is qualified to teach in a vocational school in a state is to contact the vocational education

department officials in that state. This communication may occur too late for the teacher to become qualified to accept the position of his choice. Therefore, vocational stenographic-secretarial teachers should have a knowledge of the certification requirements in the post-secondary vocational-technical schools.

Statement of the Problem

The problem of this study was to determine the certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States.

Purpose of the Study

The purpose of this study was to make available in one source the various state certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States. More specifically, the certification requirements sought were those pertaining to formal education, educational major or specialization, vocational education courses, written examinations, teaching experience, and occupational experience.

Need for the Study

Numerous studies have been conducted to determine the certification requirements for secondary business teachers, secondary vocational business teachers, and secondary vocational office coordinators. Yet, little, if any, research has given primary emphasis to certification requirements for post-secondary vocational business teachers. Very little research has dealt with any aspect

of post-secondary vocational education. Mercer (2) confirms this lack of research in his report on a federally funded research project on public post-secondary occupational education in the United States conducted at North Carolina State University. He states:

> One fact expressed most clearly in this report is the unfortunate shortage of published research in the area of public post-secondary occupational education.

The Vocational Education Act of 1963 and the Vocational Education Act Amendments of 1968 resulted in an increase in the number of vocational-technical schools, both at the secondary and post-secondary levels. In order to receive Federal funds, each state is required to submit for Federal approval a state plan which outlines and describes the state's program of vocational education. Certification requirements for teachers in every service area and in the educational institutions under control of the State Board for Vocational Education are included in the state plans.

Because each state sets its own certification requirements, the requirements in the 50 states are varied. Each state plan includes only those requirements for teachers in schools which are under direct control of the State Board for Vocational Education. In states where post-secondary vocational education is offered in community or junior colleges, the certification requirements for teachers in the collegiate institutions may not be listed in the state plan.

The absence of accessible published state requirements for vocational teachers in post-secondary vocational-technical schools

and community or junior colleges makes it difficult for educators to prepare to teach in these institutions. Similarly, these institutions experience difficulty in locating qualified instructors.

George and George (3) refer to this very problem. They state:

> The very thrust of the two-year college into higher education has brought about difficulties, particularly those connected with finding and preparing teachers for the two-year institution.

Lindsay, (4) too, expresses concern for the problem of finding qualified teachers at the post-secondary level. He explains:

> Programs focusing on preparation of secondary teachers are creating an oversupply, while mushrooming post-secondary institutions are experiencing difficulty in obtaining qualified teachers. In general, teaching opportunities are related not only to total number of credit hours but also to the specific courses that those hours represent.

While teacher education institutions cannot be expected to offer special curricula for every teaching level, prospective teachers should be able to determine at which level they prefer to teach and independently seek to meet the certification requirements in the state of their choice.

However, these people must be cognizant of required qualifications before they can initiate the needed action toward reaching their professional goals. Since each state independently sets its own certification requirements and since some post-secondary vocational education institutions are not included in the state plans, certification requirements for post-secondary vocational teachers in the United States need to be available in one source. Within the business and office occupations service area of vocational education, stenographic-

secretarial teachers also need to know the certification requirements for their area.

Limitations

Although every effort was made to insure that the data collected were accurate and reliable, some limitations of the study are apparent.

1. Each state's certification requirements for a vocational stenographic-secretarial teacher were based upon its own definition of a vocational stenographic-secretarial teacher. Although basically the definitions may be similar, the possibility exists that there may be differences, and these differences would affect the requirements.

2. Each state's definition of post-secondary vocational-technical school may affect the certification requirements set up by each state.

3. As is true in many specialized areas, some terminology may have various interpretations. These meanings may possibly affect the respondents' replies.

4. Because of the nature of the questionnaire and the data being surveyed, it is possible that the respondents' replies were based upon their personal viewpoints rather than upon the state itself.

Delimitations

1. This study was delimited to the certification requirements for vocational stenographic-secretarial teachers in public post-secondary vocational-technical schools in the United States.

2. This study was delimited to certification requirements pertaining to formal education, educational major or specialization, vocational education courses, written examinations, teaching experience, and occupational experience.

3. This study was delimited to certification requirements in effect during the year 1973.

Definition of Terms

The following definitions are essential for understanding the purpose and scope of this study:

1. Occupational Experience: On-the-job work experience which is immediately related to the curriculum in which a person is teaching or in which he desires to teach.

2. Post-Secondary Vocational-Technical School: A less-than-baccalaureate degree granting public school beyond the secondary level whose primary objective is to provide students with vocational skills and related knowledges necessary for job entry in technical or vocational occupations.

3. State Director of Vocational Education: The person at the state level who is directly responsible for the administration, supervision, and coordination of the total vocational education program in the state, according to the state plan for vocational education.

4. State Plan for Vocational Education: A plan which serves as a commitment by the state to the Federal government for vocational funds allocated to the state for vocational education programs. It

also includes the policies and regulations which direct and guide local educational institutions in their administration of vocational education programs.

5. Stenographic-Secretarial Curriculum: A school curriculum which provides students with vocational skills and related knowledges necessary for job entry in stenographic and/or secretarial occupations.

6. Supervised Cooperative Office Education: A cooperative instructional arrangement between the school and business employers through which vocational office education students receive on-the-job work experience and classroom instruction related to their jobs.

7. Vocational Education Courses: Those courses, usually at the collegiate level, having the primary objective of preparing people to teach vocational subjects.

8. Vocational Stenographic-Secretarial Teacher: One who provides students in the classroom with vocational skills and related knowledges necessary for job entry in stenographic and/or secretarial occupations.

Organization

This study is divided into five chapters.

Chapter I introduces the problem and defines the scope of the study.

Chapter II reviews literature and research related to teacher certification, business teacher certification, and vocational business teacher certification.

Chapter III describes the research methods used in conducting the study.

Chapter IV is a report of the findings obtained from the respondents.

Chapter V contains the summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature is available on teacher certification; however, no literature which directly pertains to post-secondary vocational-technical teacher certification was found. The literature consists mainly of research and thoughts on certification of secondary business and vocational business teachers. Yet, secondary and post-secondary vocational education are too closely related to ignore the implications of secondary certification for post-secondary certification. Similarly, the importance of post-secondary vocational education or the need for research in this area of education cannot be ignored. Place (5) states:

> This period in education may very well become the "Era of Vocational Education." The trend in public education is to intensify, enlarge, and improve vocational education programs.

Teacher certification is one aspect of vocational education that needs to be further explored.

The review of related literature is divided into three sections: (1) teacher certification, (2) business teacher certification, and (3) vocational business teacher certification.

Teacher Certification

Certification has been the topic of much research and other writings. A problem often discussed in the literature pertains to

the definition and purpose of certification. Wakin (6) defines certification and its purpose as follows:

> . . . a process of legal sanction authorizing the holder of a credential to perform specific services in the public schools of the state. Its widely accepted purpose is to establish and maintain standards for the preparation and employment of persons who teach or render certain nonteaching services in the schools.

Tonne (7) also defines certification. Expounding on his definition, he explains:

> Certification merely provides a bottom limit as to who may be considered for hiring. Such lower limits to employment protect the hiring officer from political pressure and at the same time prevent the school system with limited resources from being permitted to go below a minimal standard. The American system rules out arbitrary appointment of teachers from a central authority, whether or not the local authority approves. Thus, certification is little more than a guide which the local school authority can bypass in case of necessity.

In addition, Tonne (7) describes a problem inherent in the states' strict adherence to their certification requirements:

> Unlike the physician or lawyer, for example, whose areas of service contain distinct bodies of learning, it is difficult to isolate a precise body of competencies a person needs to have to be a good teacher.

One solution to this problem is suggested by Wakin: (6)

> Since there is a high mobility in the teaching population, one trend is toward certification across state lines. Plans are underway in several states to secure legislative delegation of authority to the state education agency to enter into compactual arrangements for certification with other states which have similar powers.

Business Teacher Certification

As Wakin suggests, reciprocity among all states would indeed be a solution for the difficulty business teachers experience in moving from one state to another. Although reciprocity agreements

exist in many states, reciprocity is not available in every state. Until reciprocity is common to all states, business teachers will continue to be qualified to teach in some states, but not qualified to teach in all states. Beringson (8) studied the secondary business education certification requirements in the United States. The results of his study reveal a variety of existing certification requirements in and among the various states.

Business education teachers are especially vulnerable to varying state certification requirements. Their vulnerability may be ascribed to the diversity of the field itself and to the various state philosophies regarding certification. Accordingly, Hoffman (9) reports:

> The preparation required of teachers is the major concern in teacher certification. The preparation needed by business teachers is necessarily broad because of the breadth in subject matter, because of the span in grade levels at which business subjects are taught, and because of the scope of both the academic and vocational goals of education for business.

Lindsay (4) also discusses the topic of preparing business teachers for certification. He states:

> If higher education is to fulfill its broadening objectives in business teacher preparation, cooperative effort among colleges and universities must be directed toward--
>
> . . . . . .
>
> 2. Determining the commonalities and the unique aspects of the diverse institutional arrangements for which teachers are being prepared.
> 3. Guiding prospective teachers at baccalaureate and graduate levels as to evolving professional opportunities and requirements.
>
> . . . . . .

Wakin (6) writes about the process of receiving certification. She says:

> Business teachers . . . have two major routes to certification: completion of an approved program at a teacher education institution whose recommendation to the state certifying agency results in certification or by direct individual application to the appropriate state agency.

Wakin (6) continues by justifying the requirement of the Bachelor's degree for initial certification of business teachers. She explains:

> Although a bachelor's degree is not necessarily a guarantee of teaching proficiency, it is evidence of a certain level of attainment of content and professional education. Just as certification is not a guarantee of teaching proficiency, it is still considered by the teaching profession and the public as a legal safeguard of the quality of the teaching staff in the public schools.

Vocational Business Teacher Certification

There seems to be general agreement among the states as to basic standards for business teacher certification at the secondary level. For example, the Bachelor's degree, as previously mentioned, appears to be the basic or standard requirement for all secondary business teachers. Likewise, reciprocity agreements are possible for the secondary level teachers because there is similarity in requirements throughout the United States. The similarity results, in part, from the standards established by the National Council for the Accreditation of Teacher Education, the major reciprocity granting organization in the United States. (9)

However, reciprocity, at this time, is not as feasible for vocational educators at either the secondary or post-secondary level, since each state establishes its own criteria for vocational

certification. Nevertheless, it seems that the vocational education legislation of the 1960's has had some influence on vocational business teacher certification requirements.

Culver (6) studied the effects of this legislation. The following statements are representative of his findings:

1. State departments of education, through their state plans for vocational education, exercise greater influence over requirements for certification and vocational approval . . . than previously was the case.
2. Numerous states make a distinction between requirements for certification and vocational approval of business and office education teachers.
3. Numerous new undergraduate and graduate courses in general vocational education and in vocational business and office education have been developed and added to the course offerings of business teacher education institutions.
4. Occupational experience is essential for the vocational approval of business and office teachers.

. . . . . .

Wakin, (6) too, believes that recent vocational education legislation has had an effect on vocational certification. She states:

> Many states are in the process of revising the certification requirements for business teachers to identify them more readily with vocational or occupational education areas. These regulations include specified amounts of work experience.

Wakin (6) adds that "some proposals have gone so far as to equate work experience with college credits."

Hoffman (9) explains the practice of requiring work experience for vocational certification. He writes:

> The states have patterned their certification requirements for vocational business teachers after the vocational areas of agriculture, home economics, and trades and industry. The professional education requirements of vocational business teachers, then, differ from those required for regular business teacher certification. A major contrast in the preparation of regular business teachers and vocational business teachers is the occupational work experience requirements.

Long (11) also comments on the preparation and qualifications of vocational business teachers. In doing so, he borrows the following passage from Swanson and Kramer's "Vocational Education Beyond High School" which appears in Vocational Education:

> "Collegiate preparation of vocational teachers--earlier thought by many to be somewhat inconsistent with the basic vocational-education philosophy--is becoming more and more accepted as logical and necessary. This is not to suggest that the vocational education teacher's need for successful work experience in the occupation for which he will give training is considered any less important. It is imperative that he who would prepare students for successful vocational careers must first of all know, from experience, the skills and activities required for success in the occupation and must have been successful in it."

Jones (12) specifically describes the trend toward occupational experience requirements for vocational business educators. He states:

> One of the most significant changes in business teacher education has been the inclusion of work experience as a requirement for the certification in the Vocational Business and Office Education Program. This change is believed to have resulted from the influence of the Vocational Education Acts of 1963 and 1968, and it specifically relates to the certification of teachers in the Vocational Business and Office Education Programs. Two thousand hours, or one year, of work experience was established as the minimum requirement for Vocational Business and Office Education teachers and this was reflected in the vocational education plan of each state and territory of the United States.

Musselman (13) summarizes the influence of the Vocational Education Act of 1963 on vocational teacher certification as follows:

> Although every state must develop its own program, all programs must satisfy the essential requirements spelled out in the Vocational Education Act of 1963. Consequently, a number of policies are found in the operating plans of most states.

CHAPTER III

PROCEDURES

The study was a descriptive study which surveyed the certification requirements for stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States.

The procedures and methods used in conducting this study are described under the following headings: (1) Review of Literature, (2) Obtaining Mailing List, (3) Gathering of Data, and (4) Analysis of Data.

Review of Literature

The study began in October, 1972, with a review of the Business Education Index, (14) Index of American Doctoral Dissertations, (15) and the Educational Research Information Center of the USOE Index (16) to determine if any research had been completed pertaining to the certification requirements for stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States.

A tentative bibliography was compiled from these reference sources. A perusal of the research and writings in the tentative bibliography led to the final bibliography which was used in writing Chapters I and II.

Obtaining Mailing List

A letter of inquiry was sent to Melvin O. Spencer, Educational Program Specialist for Post-Secondary and Adult Occupational Education, U. S. Office of Education, to determine the feasibility of the study. Spencer's response was that the information sought in the study was available only from the individual states. He enclosed a list of the names and addresses of the State Directors of Vocational Education (see Appendix A). This list served as the mailing list for the study.

Gathering of Data

Work on the questionnaire began in November, 1972. The questionnaire and letter of transmittal were approved on January 8, 1973. A letter of transmittal and questionnaire were mailed to each State Director of Vocational Education on January 16, 1973 (see Appendix B and Appendix C). On January 31, 1973, a follow-up letter and questionnaire were mailed to each of the 27 State Directors of Vocational Education who had not responded to the original request (see Appendix D). On March 2, 1973, a second follow-up letter and questionnaire were sent to the two states that had not yet returned the questionnaire (see Appendix E). By March 12, 1973, 49 of the 50 states had returned the questionnaires, or 98 percent of the states had contributed to the study. The State of Hawaii did not participate in the study.

When information furnished in the questionnaires was incomplete, unclear, or contradictory, telephone calls were placed to the state offices involved.

Analysis of Data

A master questionnaire was used to record the responses from the questionnaires as they were received from the State Directors of Vocational Education. Provision was made for identifying the responses and comments received from each state, since each state was listed under the individual questions in the master questionnaire.

After the responses on each questionnaire had been recorded in the master questionnaire, the questionnaire was filed for future reference.

After all questionnaires had been received and all responses had been recorded on the master questionnaire, the data on the master questionnaire were used for summarizing the total requirements for each individual state. In addition, the data were used for analyzing and comparing certain single requirements in all the states. The information was used as a basis for writing Chapters IV and V.

CHAPTER IV

FINDINGS

The findings of this study pertaining to certification requirements for post-secondary vocational stenographic-secretarial teachers represent the 49 states that responded to the questionnaire. The data for this chapter were furnished by the State Directors of Vocational Education or members of their staff.

The chapter is divided into two sections: (1) Analysis and Comparison of Certification Criteria and (2) Summarization of Certification Requirements by Individual States.

Analysis and Comparison of Certification Criteria

All 49 of the responding states offered post-secondary vocational-technical education. The states varied considerably as to types of institutions, or combinations of institutions, in which vocational-technical education was offered (see Table 1, on Page 20). Twenty-five of the states, or 50 percent of all states, offered post-secondary vocational-technical education in vocational-technical schools only.

The community or junior college provided all the vocational-technical education in eight, or 16 percent, of the states.

When states having only one of these two types of institutions were combined with states utilizing both types of institutions in their vocational school system, there were 42 states, or 84 percent of all states, which offered vocational-technical education in two-year post-secondary educational institutions only.

TABLE I

INSTITUTIONS OFFERING POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION

Institution	Number of States	Percentage of Total
Vocational-Technical Schools	25	50
Vocational-Technical Schools and Junior or Community Colleges	9	18
Junior or Community Colleges	8	16
Vocational-Technical Schools, Junior or Community Colleges, and Colleges or Universities	3	6
Vocational-Technical Schools and Colleges or Universities	2	4
Junior or Community Colleges and Colleges or Universities	2	4
Not Represented	1	2
Totals	50	100

In 46 of the 49 states, or 92 percent, stenographic-secretarial education was offered in at least one school (see Table 2, on Page 21). Two states did not respond to the question pertaining to this information, although they did cite certification requirements for post-secondary stenographic-secretarial teachers. If it can be assumed, therefore, that these states did offer such training, 96 percent of all states provided for post-secondary stenographic-secretarial education.

Only one state, Vermont, did not provide post-secondary students with the stenographic-secretarial curriculum choice.

TABLE 2

STATES OFFERING STENOGRAPHIC-SECRETARIAL CURRICULUM

Item	Number of States	Percentage of Total
Stenographic-Secretarial Curriculum Offered	46	92
Stenographic-Secretarial Curriculum Not Offered	1	2
No Response	2	4
Not Represented	1	2
Totals	50	100

The number and percentage of states having certification requirements or qualification standards are indicated in Table 3, on Page 22. No attempt was made to determine whether states actually certified post-secondary teachers or whether they merely had qualification standards which were required. Forty-two of the states, or 84 percent, had state requirements or standards teachers must meet prior to teaching stenographic-secretarial courses in post-secondary vocational-technical schools.

The remaining seven states, or 14 percent, which participated in the study delegated the authority and responsibility of determining qualifications for teaching personnel to the individual schools.

Of these seven states, four, or 57 percent, had community or junior college systems, and three, or 43 percent, had vocational-technical school systems.

TABLE 3

STATES HAVING CERTIFICATION REQUIREMENTS AND/OR QUALIFICATION STANDARDS FOR STENOGRAPHIC-SECRETARIAL TEACHERS

Item	Number of States	Percentage of Total
Specified Requirements or Standards	42	84
No Specified Requirements or Standards	7	14
Not Represented	1	2
Totals	50	100

For the 42 states having certification requirements, a specified level of formal education was the most common requirement for post-secondary stenographic-secretarial teachers. As shown in Table 4, on Page 23, only two states did not specify a required educational level for their teachers. Although these two states did not have an educational level requirement, a preferred level of education was indicated.

The levels of education required ranged from a high school diploma to a Master's degree. The levels of education preferred ranged from a high school diploma to a Doctor's degree.

The Bachelor's degree was the most common requirement for post-secondary stenographic-secretarial teachers. Thirty of the 42

states having certification standards, or 72 percent, required this degree. The most common educational preferences were the Master's degree (21 states) and the Bachelor's degree (18 states). Together these two degrees represented 39 of the states, or 80 percent of all states participating in the study.

TABLE 4

LEVEL OF FORMAL EDUCATION

Degree or Diploma	Required		Preferred	
	No. of States	% of 42 States	No. of States	% of 49 States
High School Diploma	5	12	1	2
Bus. College Diploma/Cert.	1	2	. .	. .
2-Yr. Post-Secondary Degree or Diploma	1	2	. .	. .
Bachelor's Degree	30	72	18	37
Master's Degree	3	7	21[a]	43
Doctor's Degree	. .	. .	2	4
No Requirement	2	5	. .	. .
No Response	. .	. .	7	14
Totals	42[b]	100	49[c]	100

[a]One state checked both Bachelor's and Master's degrees. This was interpreted to mean that the Bachelor's degree plus the Master's degree was preferred.

[b]This total represents the 42 states which specified certification requirements.

[c]This total represents all 49 states which responded to the questionnaire. All 49 states were included in the "Preferred" section of the table because some states which did not have certification requirements specified a preferred level of formal education.

Another educational factor pertaining to certification requirements was educational major or specialization. Twenty-seven

of the 42 states having requirements or standards for teacher employment reported that a major in business education was required (see Table 5 below). No other major was given as a requirement by any of the states.

Thirteen of the 14 states which did not require a specific major indicated preferences for business education or business administration majors. These preferences, as well as specific exceptions to both the required and preferred majors are explained in the second section of this chapter (see Table 16, on Page 35).

TABLE 5

EDUCATIONAL MAJOR OR SPECIALIZATION

Major or Specialization	REQUIRED: No. of States	PREFERRED: No. of States
Business Education	27	10
Business Administration or Business Education	. .	2
Business Administration	. .	1
Economics	. .	. .
Liberal Arts	. .	. .
Vocational Education	. .	. .
No Response	1	1

In addition to level of formal education and major or specialization, 22 states required specified vocational education courses. A total of 11 different course titles were given by the 22 states as requirements. These courses are listed according to frequency of response in Table 6, on Page 25.

TABLE 6

SPECIFIED VOCATIONAL EDUCATION COURSES

Course Title	Frequency of Response
Philosophy of Vocational Education	12[a]
History & Principles of Vocational Education	11
Methods of Teaching Cooperative Office Education	11[b]
Methods of Teaching Vocational Education	9
Administration & Supervision in Vocational Education	7
Office Coordinating Techniques	6
Methods of Teaching Vocational Business Subjects	2
Adult Vocational Education	1
Occupational Analysis	1
Job Analysis	1
Supervision of Youth Organizations	1

[a]Two states reported that the required course they checked as "Philosophy of Vocational Education" was actually "Philosophy and Principles of Vocational Education."

[b]One state checked "Methods of Teaching Cooperative Office Education" as the required course but indicated that their course title was actually "Organization and Coordination of Cooperative Office Education."

For those 22 states requiring vocational education courses, the number of courses required ranged from one to seven, with one being the most common number of required courses. However, as Table 7, on Page 26, indicates, there is no consistency, or pattern, for the number of courses required.

Two states indicated number of semester hours rather than names of specific courses. In Table 7 these semester hours are represented as three semester hours being the equivalent of one course.

TABLE 7

NUMBER OF VOCATIONAL EDUCATION COURSES REQUIRED IN INDIVIDUAL STATES

Number of Courses Required	Number of States
1	6
2	4
3	3
4	5
5	2
6	1
7	1
Total	22

In addition to vocational education courses required, the questionnaire asked the participants to list required special courses other than those normally required for a degree or diploma in business education. As shown in Table 8, on Page 27, four of the states having certification standards had such requirements.

Three of the four states, Alabama, Arkansas, and Colorado, listed the same vocational courses they had previously listed as vocational education course requirements.

The fourth state, Alaska, reported a requirement of the equivalent of six semester hours in the subject(s) to be taught. Usually, these courses would be considered a requirement in a business education major; however, Alaska did not require a major in business education. The lowest acceptable level of formal education in that state was a business college diploma.

TABLE 8

SPECIAL COURSES OTHER THAN THOSE NORMALLY REQUIRED FOR A DEGREE OR DIPLOMA IN BUSINESS EDUCATION

Item	Number of States
Special Courses Required	4
Special Courses Not Required	32
No Response	6
Total	42

The certification criterion least often required was written examinations. Only one of the 42 states having certification standards indicated this requirement, as shown in Table 9, below. This state required both the National Teachers Examination and the Certified Professional Secretary Examination. Minimum scores for the examinations were not cited.

TABLE 9

WRITTEN EXAMINATIONS

Item	Number of States
Written Examinations Required	1
Written Examinations Not Required	41
Total	42

One state reported that examinations in the subject(s) to be taught would be required after July, 1973, although they were not currently required.

Quite a contrast existed between the number of states which required teaching experience and the number which required occupational experience for certification. Occupational experience was the more common requirement.

Only six, or 15 percent, of the 42 states having certification standards required teaching experience for all the stenographic-secretarial teachers, whereas 31, or 74 percent, of the 42 states required occupational experience for all teachers (see Table 10 below). One state had teaching experience requirements for some teachers, but not for all the teachers. If these two groups of figures are added, seven states, or 17 percent, required teaching experience, while 34, or 81 percent, required occupational experience.

TABLE 10

TEACHING AND OCCUPATIONAL EXPERIENCE

Item	Teaching Experience		Occupational Experience	
	No. of States	Percentage of Total	No. of States	Percentage of Total
Required	6	15	31	74
Required, with Exceptions	1	2	3	7
Not Required, but Preferred	1	2	1	2
Not Required	32	76	6	15
No Response	2	5	1[a]	2
Totals	42	100	42	100

[a]This state did not report any specific occupational requirements. Therefore, it is likely that an occupational requirement does not exist in this state.

Of the 34 states which required occupational experience, 29 states, or 85 percent, specified a minimum amount acceptable for certification (see Table 11 below). In addition, three states, or 9 percent, specified a minimum amount for some, but not all, teachers. Therefore, only two of the 34 states, or 6 percent, did not specify a minimum amount of occupational experience required for certification.

TABLE 11

MINIMUM AMOUNT OF OCCUPATIONAL EXPERIENCE

Item	No. of States	Percentage of Total
Minimum Amount Required	29	85
Minimum Amount Required, with Exceptions	3	9
No Minimum Amount Required	2	6
Totals	34	100

Table 12, on Page 30, represents the minimum amounts of teaching and occupational experience required for certification according to frequency of response. One and two years were the most common requirements for teaching experience. Together, these two time periods represented the requirements of five of the seven states, or 71 percent, which specified a required minimum amount of teaching experience.

TABLE 12

MINIMUM AMOUNT OF TEACHING AND OCCUPATIONAL EXPERIENCE

Item	Teaching Experience (in Yrs.)				Occupational Experience (in Clock Hrs.)[a]						
	1	2	3	Other	500	1500	2000	3000	4000	Other	N/R
No. of States	2[b]	3[b]	1	1	1	1	16[c]	2	8	1	3

[a]One year of full-time employment equals 2000 clock hours.

[b]Two states accepted an equal amount of occupational experience as an alternative.

[c]One state accepted an equal amount of teaching experience as an alternative.

Likewise, one and two years (2000 and 4000 clock hours, respectively) were the most common requirements for occupational experience. Together, these two time periods represented 24 of the 32 states, or 75 percent, which specified a required minimum amount of occupational experience.

As shown in Table 13, on Page 31, 13 states permitted the application of employment hours accumulated in a supervised cooperative office education program toward the clock hour requirement for occupational experience. One other state permitted the application of these hours toward the certification requirement up to a specified limit. Together, these 14 states comprised only 44 percent of the 32 states requiring minimum amounts of occupational experience.

In contrast, however, 27 states, or 84 percent, permitted the application of other part-time employment hours toward the clock hour requirement.

TABLE 13

APPLICATION OF PART-TIME EMPLOYMENT HOURS TO OCCUPATIONAL EXPERIENCE REQUIREMENTS

Item	Number of States			
	Supervised COE Hrs.	Percentage of Total	Other Part-time Employment Hrs.	Percentage of Total
Applicable	13	41	27	84
Applicable, with Exceptions	1	3	. .	. .
Not Applicable	17	53	4	13
Not Stipulated	1	3	. .	. .
No Response	. .	. .	1	3
Totals	32	100	32	100

Of the 14 states counting supervised cooperative office education hours as part of the occupational requirement, 11 states counted these hours on an hour-for-hour basis. As indicated in Table 14, on Page 32, the methods for counting supervised cooperative office education hours ranged from hour-for-hour up to triple-hour credit.

TABLE 14

APPLICATION OF SUPERVISED COOPERATIVE OFFICE EDUCATION HOURS TO OCCUPATIONAL EXPERIENCE REQUIREMENTS

Method of Application	Number of States
Hour-for-Hour Credit	11
Double Hour Credit	1
Triple Hour Credit	1
No Response	1
Total	14

Ten, or 29 percent, of the 34 states having certification requirements reported a specified recency of occupational experience. In contrast, 21 states, or 62 percent, reported no policy pertaining to recency of occupational experience. Table 15, below, indicates the recency policies of the 34 states having occupational experience requirements.

TABLE 15

RECENCY OF OCCUPATIONAL EXPERIENCE

Policy	Number of States	Percentage of Total
Within Last 5 Years	7	20
Within Last 6 Years	1	3
Within Last 10 Years	2[a]	6
No Policy	21	62
No Response	3	9
Totals	34	100

[a]One state required the experience to be during the last 10 years plus one year within the last three years.

Summarization of Certification Requirements by Individual States

The certification criteria sought for each state were those pertaining to formal education, educational major or specialization, vocational education courses, written examinations, teaching experience, and occupational experience.

As previously indicated, similarities did exist among the states' certification requirements when considering isolated certification criteria. However, there was little similarity in the total requirements among the 50 states.

For example, Alabama and Arkansas had specific requirements for formal education, educational major, vocational education courses, teaching experience, and occupational experience. However, they differed in the types of vocational education courses, amount of teaching experience, and the types and recency of occupational experience required.

In contrast to the comprehensive certification requirements in Alabama and Arkansas, as well as those of several other states, seven states, namely Delaware, Idaho, Massachusetts, Montana, Oklahoma, Oregon, and Utah, had requirements, or at least preferences, for only the criteria of formal education and educational major. These states' certification standards were similar in that they all required, or preferred, at least a Bachelor's degree with a major in business education.

Table 16, which begins on Page 35, provides a summarization of the certification requirements in each of the 50 states.

In addition, it allows for a comparison of the specific requirements in the states.

The District of Columbia, which is not represented in Table 16, submitted its certification requirements also. Post-secondary vocational stenographic-secretarial teachers in the District of Columbia were required to hold at least a Bachelor's degree with a major in business education. In addition, a course in Methods of Teaching Vocational Business Education was required. Occupational experience was preferred, but not required.

TABLE 16

STATE CERTIFICATION REQUIREMENTS FOR STENOGRAPHIC-SECRETARIAL TEACHERS IN POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
AL	Bachelor's; Master's preferred	Bus. Ed.	Hist. & Prin. of Voc. Ed.; Meth. of Tchg. Voc. Ed.; Meth. of Tchg. Bus. Subjects; Occupational Analysis	None	1 yr.	2000 hrs. of full-time employment in acct./bkkg., clerical, secretarial, or steno. areas, preferably same as tchg. area, within last 5 yrs.
AK	Bus. Coll.; Master's preferred	Bus. Ed. preferred	Admin. & Super. in Voc. Ed.; Hist. & Prin. of Voc. Ed.; Meth. of Tchg. COE; Phil. of Voc. Ed.	None	None	4000 hrs. in tchg. area. Part-time employment, except Supervised COE, accepted.
AZ	Bachelor's	Bus. Ed. preferred	12 sem. hrs., including 3 sem. hrs. in Meth. of Tchg. Voc. Ed.	None	Preferred	2000 hrs. in acct./bkkg., clerical, distributive, secretarial, or steno. areas within last 6 yrs. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
AR	Bachelor's; Master's preferred	Bus. Ed.	3 sem. hrs. of prof. Voc. Ed. courses (to be specified in near future)	None	2 yrs.	2000 hrs. of full-time or part-time paid and approved office employment.
CA	High School plus 24 units in-service trng. within 4 yrs.; Master's preferred	Bus. Ed.; Bus. Admin. sometimes accepted	None	Subject matter examinations after 7/73	None	Alternatives based on 6-yr. blocks: High School diploma, 6 yrs.; 60 college units or Associate degree, 4 yrs.; Bachelor's degree, 2 yrs.; Master's degree, none. Employment must have been in secretarial or steno. areas within last 10 yrs., plus 1 yr. within last 3 yrs. Part-time employment, including Supervised COE (hr.-for-hr. basis), accepted.
CO	Bachelor's	Bus. Ed.	Admin. & Super. in Voc. Ed.; Adult Voc. Ed.; Hist. & Prin. of Voc. Ed.; Meth. of Tchg. COE; Meth. of Tchg. Voc. Ed.; Office Coordinating Techniques; Phil. of Voc. Ed.	None	No Response	2000 hrs. in acct./bkkg., clerical, secretarial, or steno. areas within last 5 yrs. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
CT	Master's; Doctor's preferred	Bus. Ed.	Meth. of Tchg. COE	None	None	Unspecified amt. in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, except Supervised COE, accepted.
DE	Bachelor's; Master's preferred	Bus. Ed.	None	None	None	None
FL[a]	Bachelor's	Bus. Ed.	Meth. of Tchg. COE; Organization & Coordination of COE	None	None	2000 hrs. in tchg. area; 4000 hrs. for instructor/coordinator for COE. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.
GA	Bachelor's; Master's preferred	Acct. or Secretarial; Bus. Admin. or Bus. Ed. preferred	None	None	1 yr. (1 yr. occupational experience accepted as substitute)	2000 hrs. in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, including Supervised COE (hr.-for-hr.), accepted. 1 yr. tchg. experience accepted as substitute.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
HI[b]	No Response	No Response	No Response	No Response	No Response	No Response
ID[c]	Bachelor's	Bus. Ed.	None	None	None	None
IL	None	None	None	None	None	None
IN	High School	No Response	Hist. & Prin. of Voc. Ed.; Meth. of Tchg. COE; Meth. of Tchg. Voc. Ed.; Office Coordinating Techniques; Phil. of Voc. Ed.	None	None	3000 hrs. in acct./bkkg., clerical, distributive, secretarial, or steno. areas. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.
IA	Bachelor's; Master's preferred	No Response	Phil. & Prin. of Voc. Ed.; Meth. of Tchg. COE; Meth. of Tchg. Voc. Ed.	None	None	3000 hrs. in acct./bkkg., clerical, distributive, secretarial, and/or steno. areas, preferably within last 10 yrs. Part-time employment accepted.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
KS	Bachelor's	Bus. Ed.	Admin. & Super. in Voc. Ed.; Meth. of Tchg. Voc. Ed.; Phil. & Prin. of Voc. Ed.; Job Analysis	None	None	4000 hrs. in secretarial or steno. areas within last 10 yrs. Part-time employment, except Supervised COE, accepted.
KY	Bachelor's; Master's preferred	Bus. Ed. preferred; Bus. Admin. & Econ. accepted	None	None	None	2000 hrs. in acct./bkkg., clerical, secretarial, or steno. areas. Up to 1000 hrs. in distributive occupations accepted. Part-time employment, except Supervised COE, accepted.
LA	Bachelor's; Master's preferred	Bus. Admin.	Hist. & Prin. of Vcc. Ed.; Meth. of Tchg. Voc. Ed.; Phil. of Voc. Ed.	None	None	Unspecified amt. in acct./bkkg., clerical, or secretarial, or steno. areas. Part-time employment, except Supervised COE, accepted.
ME	Bachelor's	Bus. Ed.	No Response	None	Amt. varies	2000 - 6000 hrs., depending on experience, within last 5 yrs. Part-time employment, except Supervised COE, accepted.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
MD[d]	None	None	None	None	None	None
MA	Master's	Bus. Admin. or Bus. Ed. preferred	None	None	None	None
MI	Master's preferred	Bus. Ed. preferred	None	None	None	Unspecified amt. in secretarial or steno. areas.
MN	Bachelor's	Bus. Ed.	None	None	None	4000 hrs., Bachelor's degree; 2000 hrs., Master's degree; 6000 hrs., without Bus. Ed. degree, in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.

TABLE 16---Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
MS	Bachelor's; Master's preferred	Bus. Ed.	Phil. of Voc. Ed.; Meth. of Tchg. Voc. Bus. Ed.	None	No Response	2000 hrs. of full-time employment in verified office occupations.
MO	Bachelor's; Master's preferred	Bus. Ed.	Admin. & Super. in Voc. Ed.; Hist. & Prin. of Voc. Ed.; Meth. of Tchg. COE; Meth. of Tchg. Voc. Ed.; Office Coordinating Techniques; Phil. of Voc. Ed.	None	None	4000 hrs., Bachelor's degree; 2000 hrs., Master's degree, in clerical, secretarial, or steno. areas. Part-time employment, except Supervised COE, accepted.
MT[e]	Bachelor's	Bus. Ed. plus Voc. Ed. courses preferred; Bus. Ed. minor accepted	None	None	None	None

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
NE	High School; Bachelor's preferred	Bus. Ed. preferred	Admin. & Super. in Voc. Ed.; Hist. & Prin. of Voc. Ed.; Meth. of Tchg. COE	None	None	4000 hrs. in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, including Supervised COE (triple hrs.), accepted.
NV[f]	High School; Master's preferred	Bus. Ed.	6 credits in Voc. Ed. and/or prof. Bus. Ed. courses, including Office Coordinating Techniques	None	None	6000 hrs., less than Bachelor's degree; 2000 hrs., Bachelor's degree, of related work experience. 3000 hrs. of part-time employment, except Supervised COE, considered equivalent to 1 yr. (2000 hrs.) of full-time employment.
NH[g]	Bachelor's; Master's preferred	Bus. Ed./ Secretarial	Meth. of Tchg. COE; Office Coordinating Techniques; Phil. of Voc. Ed. preferred	None	2 yrs.	Employment in secretarial or steno. areas preferred.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
NJ[h]	Bachelor's	Bus. Ed.	Admin. & Super. in Voc. Ed.; Hist. & Prin of Voc. Ed.; Meth. of Tchg. COE; Phil. of Voc. Ed.	None	None	None
NM	Bachelor's	Bus. or Office Ed.; Bus. or Office Ed. minors accepted	3 sem. hrs. in Admin. & Super. in Voc. Ed. or Hist. & Prin. of Voc. Ed.	None	None	1500 hrs. in any office occupation, preferably secretarial or steno. and within last 5 yrs. Part-time employment, including Supervised COE (double hrs.), accepted.
NY[i]	Bachelor's or above preferred	None	None	None	None	None
NC[j]	None	None	None	None	None	None

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
ND	Bachelor's	Bus. Ed.	Phil. of Voc. Ed.	None	None	500 hrs. in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, including Supervised COE (hr.-for-hr.), accepted.
OH[k]	2-yr. post-secondary; Bachelor's preferred	Bus. Ed.	Office Coordinating Techniques	None	1 yr., COE Instructors/Coordinators only	2000 hrs. in an office occupation. Only Supervised COE (hr.-for-hr.) part-time employment accepted.
OK	Bachelor's Master's preferred	Bus. Ed. preferred	None	None	None	None
OR	Master's	Bus. Ed.	None	None	None	None
PA[l]	None	None	None	None	None	None

TABLE 16--Continued

State	Diploma or Degree	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
RI	Doctor's preferred	Bus. Ed.	Meth. of Tchg. COE (in some instances)	None	None	5 yrs. in acct./bkkg., clerical, secretarial, or steno. areas. Supervised COE employment accepted.
SC[m]	None	None	None	None	None	None
SD	Bachelor's; Master's preferred	Bus. Ed.	Office Coordinating Techniques; Phil. of Voc. Ed.	None	None	4000 hrs., Bachelor's degree; 2000 hrs., Master's degree, in acct./bkkg., clerical, secretarial, or steno. areas. Part-time employment, except Supervised COE, accepted.
TN	Bachelor's	Bus. Ed.	None	None	None	A predetermined, but unspecified, amt.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
TX	Bachelor's	Bus. Ed.; Bus. Admin. accepted	Preferred	None	2 yrs. with 1 yr. occupational experience; 3 yrs. occupational experience accepted as substitute	2000 hrs. with 1 yr. tchg. experience; otherwise, 6000 hrs. in acct./bkkg., clerical, secretarial, or steno. areas within last 5 yrs. Part-time employment, except Supervised COE, accepted. (Exceptions made when a teacher is exceptionally well-qualified in other certification areas.)
UT	Bachelor's	Bus. Ed.	None	None	None	No Response
VT[n]	None	None	None	None	None	None
VA	Bachelor's; Master's preferred	Bus. Ed.	None	None	None	4000 hrs. in clerical, secretarial, or steno. areas and including at least some secretarial or steno. experience. Part-time employment, including Supervised COE (hr-for-hr.), accepted.

TABLE 16--Continued

State	Degree or Diploma	Major	Vocational Education Courses	Examinations	Teaching Experience	Occupational Experience
WA	Bachelor's[o]	Bus. Ed.	None	None	None	4000 hrs. in office occupations. Only 3000 hrs. accumulated in directed employment training accepted; other part-time employment also accepted.
WV[p]	Bachelor's; Master's preferred	Bus. Ed.	None	None	None	2000 hrs. in secretarial or steno. areas. Part-time employment hrs. accepted.
WI	Bachelor's	30 sem. credits in tchg. field	Hist. & Prin. of Voc. Ed.; Meth. of Tchg. Voc. Ed.	None	None	4000 hrs. of full-time secretarial employment. 14,000 hrs. with less than Bachelor's degree within last 10 yrs.
WY	High School; Master's preferred	Bus. Ed.	None	NTE; CPS	3-5 yrs.	3000 hrs. of full-time acct./bkkg., clerical, secretarial, or steno. employment within last 5 yrs.

[a]Certification requirements are currently being updated. However, they have not yet been accepted by the state. The requirements listed are those now currently in effect.

[b]Hawaii did not participate in the study.

[c]A non-degree route to certification is also provided. It requires a minimum of three years of full-time successful, appropriate, and gainful employment in lieu of the degree. The certificate awarded to both the beginning degreed and non-degreed teacher is the Interim Vocational Specialist Certificate. For either teacher to receive the Standard Vocational Specialist Certificate, three years teaching experience and specified vocational education courses (Principles of Vocational Education, Methods in Office Occupations Education, Coordination Techniques, Occupational and Job Analysis, and Vocational Guidance) are required.

[d]There are no state certification requirements for community college teachers. Instead, teachers must meet the standards of the individual institutions.

[e]Vocational certification for stenographic-secretarial teachers is strongly preferred but not required. Vocational certification requires the following: 15 semester hours in vocational education courses (including Administration and Supervision in Vocational Education, History and Principles of Vocational Education, Methods of Teaching Cooperative Office Education, and Office Coordinating Techniques) and 2000 clock hours of occupational experience.

[f]Requirements are now under revision.

[g]The required standards for teachers in vocational-technical colleges are set by the Division of Post-Secondary Education and only apply to the state vocational-technical colleges and institutes.

[h]The requirements listed are for teachers in post-secondary area vocational-technical schools. There are no state-wide requirements for community college instructors.

[i]Qualifications are determined by faculty policies and those of the Board of Trustees. For lower academic ranks in two-year colleges, the Bachelor's degree is the normal minimicy, but associate degrees with experience may be used in some skill areas.

[j]The North Carolina Community College System, which includes community colleges and technical institutes, does not require certification of teachers. Applications are accepted by each institution and evaluated. Teachers are hired on the basis of education and experience.

[k]Requirements listed are for area vocational schools only. Technical colleges set their own standards.

[l]There are no state requirements for community college instructors.

[m]The State Board does not certify persons for teaching appointments at the technical education centers. Employment of faculty is the prerogative of each local institution. However, those institutions which are accredited by the Southern Association of Colleges and Schools comply with its (SAC's) standards for all faculty teaching associate degree level courses.

[n]Community college administrators determine the requirements needed to teach a given course. There is only one community college, and continuous stenographic-secretarial training is not provided.

[o]Eight years of successful experience as an employee in office occupations, of which at least three years were on a supervisory or managerial level, may be substituted for the degree requirement and occupational experience requirement for degreed teachers.

[p]Requirements listed are for area vocational-technical schools only. Community colleges set their own employment standards.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Certification requirements for post-secondary vocational stenographic-secretarial teachers are set up by each state. Because the requirements differ from state to state, teachers should have access to the requirements of all states for employment purposes.

Summary

The problem of this study was to determine the certification requirements for vocational stenographic-secretarial teachers in post secondary vocational-technical schools in the United States.

The purpose of this study was to make available in one source the various state certification requirements for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools in the United States.

The study began with a review of related literature to become familiar with existing research and thought pertaining to teacher certification, business teacher certification, and vocational business teacher certification.

Certification requirements were obtained via a questionnaire which was sent to each of the 50 State Directors of Vocational Education. Responses were received for 49 of the 50 states, or

98 percent. The responses to the questionnaire were compiled and analyzed.

The findings of this study indicated that there were both similarities and differences in the certification requirements in the 50 states. Similarities existed for isolated certification criteria. However, when the total certification requirements of the states were compared, there were more differences than similarities among the states' certification requirements.

A specified level of formal education was the most common requirement for post-secondary vocational stenographic-secretarial teachers. The levels of formal education required ranged from a high school diploma to a Master's degree. The Bachelor's degree was the most common formal educational level requirement. Nearly three-fourths of the states required their teachers to hold the Bachelor's degree.

In addition, almost three-fourths of the states either required or preferred an educational major in business education.

The three most commonly required vocational education courses were Philosophy of Vocational Education, History and Principles of Vocational Education, and Methods of Teaching Cooperative Office Education.

The certification criterion least often required was written examinations. Only one state had such a requirement.

Occupational experience was a more common requirement than was teaching experience. Approximately 80 percent of

required occupational experience. The most commonly required minimum amounts of occupational experience were 2000 and 4000 clock hours.

Over half of the 34 states having certification standards did not have a stipulation as to the recency of the required occupational experience.

The certification criteria sought for each state were those pertaining to formal educational, educational major or specialization, vocational education courses, written examinations, teaching experience, and occupational experience. None of the states had requirements for all six criteria. Three states had requirements for five of the criteria, while seven of the states only had requirements for two of the criteria. There was little similarity of certification requirements within these criteria among the states.

Conclusions

Based on the findings of this study, the following conclusions have been made:

1. Most of the states provide post-secondary vocational stenographic-secretarial education in post-secondary vocational-technical schools and/or community or junior colleges.

2. The majority of states have state-wide requirements or standards teachers must meet for teaching stenographic-secretarial courses in post-secondary vocational-technical schools or community colleges. The other states delegate to the individual institutions the authority and responsibility for setting employment standards.

3. The Bachelor's degree is the lowest acceptable level of formal education for certification in most states.

4. Business education is the only educational major that is required for certification in any of the states. However, only slightly more than half of the states have a requirement pertaining to educational major or specialization.

5. Slightly less than half of all states require vocational education courses for certification.

6. The majority of states do not require written examinations or prior teaching experience as certification criteria for post-secondary vocational stenographic-secretarial teachers.

7. Approximately two-thirds of all states feel that at least one year of occupational experience is necessary for effective vocational teaching.

8. There is little agreement among the states as to which criteria are most appropriate for certification of vocational stenographic-secretarial teachers.

Recommendations

Based on the review of related literature and the findings of this study, the following recommendations are made:

1. The Business and Office Education Division of the American Vocational Association should recommend to the U. S. Office of Education the development of a reciprocity plan for vocational business teacher certification, including stenographic-secretarial

teacher certification, across state lines. This recommendation is made because of the diverse state certification requirements in existence.

2. Similar studies should be conducted to determine state certification requirements for all vocational business teachers at all educational levels in the United States. These studies should prove valuable in the development of a reciprocity plan.

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IOWA	William O. Schuermann, State Office Bldg., Des Moines 50319

STATE DIRECTORS OF VOCATIONAL EDUCATION - Continued

STATE	STATE DIRECTOR OF VOCATIONAL EDUCATION
KANSAS	John E. Snyder, 120 East 10th St., Topeka 66612
KENTUCKY	Carl F. Lamar, State Office Bldg., Frankfort 40601
LOUISIANA	John E. O'Dowd, Jr., Baton Rouge 70804
MAINE	Elwood A. Padham, Augusta 04330
MARYLAND	James L. Reid, P.O. Box 8717, Friendship International Airport, Baltimore 21240
MASSACHUSETTS	Charles H. Buzzell, 182 Tremont St., Boston 02111
MICHIGAN	Jack Michie, P.O. Box 928, Lansing 48902
MINNESOTA	Robert P. Van Tries, Centennial Office Bldg., St. Paul 55101
MISSISSIPPI	Troy V. Majure, P.O. Box 771, Jackson 39205
MISSOURI	B. W. Robinson, P.O. Box 480, Jefferson City 65101
MONTANA	Benjamin Ulmer, State Capitol, Helena 59601
NEBRASKA	Glen H. Strain, 233 South 10th St., Lincoln 68508
NEVADA	R. Courtney Riley, Carson City 89701
NEW HAMPSHIRE	Neal D. Andrew, Stickney Ave., Concord 03301
NEW JERSEY	Stephen Poliacik, Acting, 255 West State St., Trenton 08625

STATE DIRECTORS OF VOCATIONAL EDUCATION - Continued

STATE	STATE DIRECTOR OF VOCATIONAL EDUCATION
NEW MEXICO	James B. West, Acting, Harvey Bldg., Suite G, 139 South Castillo, Santa Fe 87501
NEW YORK	Robert S. Seckendorf, Albany 12224
NORTH CAROLINA	Charles J. Law, Jr., Raleigh 27602
NORTH DAKOTA	Carrol E. Burchinal, State Capitol, Bismarck 58501
OHIO	Byrl R. Shoemaker, 612 State Office Bldg., Columbus 43215
OKLAHOMA	Francis T. Tuttle, 1515 West 6th Ave., Stillwater 74074
OREGON	Leonard Kunzman, 942 Lancaster Dr., NE, Salem 97310
PENNSYLVANIA	John W. Struck, Box 911, Harrisburg 17126
RHODE ISLAND	Peter Bowen, Acting, Roger Williams Bldg., Hayes St., Providence 02908
SOUTH CAROLINA	L. L. Lewis, 908 Rutledge Office Bldg., Columbia 29201
SOUTH DAKOTA	E. B. Olson, 222 West Pleasant Dr., Pierre 57501
TENNESSEE	W. M. Harrison, Cordell Hull Bldg., Nashville 37219
TEXAS	John R. Guemple, Texas Education Agency, Austin 78711
UTAH	Walter E. Ulrich, 1400 University Club Bldg., 136 East South Temple, Salt Lake City 84111

STATE DIRECTORS OF VOCATIONAL EDUCATION - Continued

STATE	STATE DIRECTOR OF VOCATIONAL EDUCATION
VERMONT	Cola D. Watson, State Office Bldg., Montpelier 05602
VIRGINIA	George S. Orr, Jr., Richmond 23216
WASHINGTON	Arthur A. Binnie, 216 Old Capitol Bldg., Olympia 98504
WEST VIRGINIA	Clarence E. Burdette, Charleston 25305
WISCONSIN	Eugene Lehrmann, 137 East Wilson St., Madison 53703
WYOMING	Fred P. Black, Cheyenne 82001

The University of North Dakota

GRAND FORKS 58201

DEPARTMENT OF BUSINESS EDUCATION

January 16, 1973

Dear

Because of the mobility of teachers, certification requirements need to be grouped into one source. Then, teachers desiring employment in a state other than the one in which they are studying or already teaching could readily determine the qualifications they must meet in that state.

No such source listing of the certification requirements for stenographic-secretarial teachers in post-secondary vocational-technical schools is available except from each individual state, according to Melvin M. Spencer, Educational Program Specialist of the Occupational Programs Branch of the U. S. Office of Education. Having this information in one source would benefit teachers, prospective teachers, vocational-technical school administrators, and state vocational administrators. I am, therefore, conducting a research study to obtain these certification requirements.

In compiling this information, I need your help. Will you please complete the enclosed questionnaire and return it to me as soon as possible? A stamped, addressed envelope is enclosed. Your cooperation will be greatly appreciated.

Sincerely,

Evelyn E. Rogers

Enclosures

BUY NORTH DAKOTA PRODUCTS

STATE CERTIFICATION REQUIREMENTS FOR
VOCATIONAL STENOGRAPHIC-SECRETARIAL TEACHERS IN
POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS

DIRECTIONS: Please indicate your responses to the questions in the spaces provided. For most questions, a check mark is all that is required. Space for additional comments is provided at the end of the questionnaire. Your help is greatly appreciated.

Please return the completed questionnaire to: Mrs. Evelyn F. Rogers
Department of Business & Vocational Education
The University of North Dakota
Grand Forks, ND 58201

Does your state have post-secondary vocational-technical schools? Yes_____ No_____

If not, does your state provide for post-secondary vocational-technical training at other schools? Yes_____ No_____

If yes, what type of school provides this training? _____

Do any of the post-secondary schools in your state have one or more stenographic-secretarial curricula? Yes_____ No_____

INSTRUCTIONS: If your answer to the last question was "no," please turn to Section E on Page 3. If your answer was "yes," please respond to the remaining questions pertaining to vocational stenographic-secretarial teacher qualifications and/or certification at the post-secondary level in your state.

Section A. Formal Education

What is the lowest acceptable level of formal education required?

High School Diploma	_____	Bachelor's Degree	_____
Business College Diploma or Certificate	_____	Master's Degree	_____
		Doctor's Degree	_____
Two-year Post-Secondary Degree or Diploma	_____	Other (please specify)_____	
		_____	

What is the preferred level of formal education?

High School Diploma	_____	Bachelor's Degree	_____
Business College Diploma or Certificate	_____	Master's Degree	_____
		Doctor's Degree	_____
Two-year Post-Secondary Degree or Diploma	_____	Other (please specify)_____	
		_____	

Is a major in business education required? Yes_____ No_____ If not, please indicate which area of concentration is preferred.

Business Administration	_____	Liberal Arts	_____
Business Education	_____	Vocational Education	_____
Economics	_____	Other (please specify)_____	
		_____	

Are special vocational education courses required? Yes_____ No_____

If so, please indicate the vocational education courses required. (If some of the courses listed below are combined into one course in your state, please check the course which best describes your combined course.)

Administration & Supervision in Vocational Education	_____	Office Coordinating Techniques	_____
Adult Vocational Education	_____	Philosophy of Vocational Education	_____
History & Principles of Vocational Education	_____	Vocational Education for the Disadvantaged	_____
Methods of Teaching Cooperative Office Education	_____	Vocational Education for the Handicapped	_____
Methods of Teaching Vocational Education	_____	Other (please specify)_____	

Are special courses, other than those normally required for a degree or diploma in business education, required? Yes_____ No_____

If so, please specify the courses that are required. _____

_____

_____

Section B. Special Examinations

Are any special written examinations required? Yes_____ No_____

If so, please indicate the examination(s) required.

National Teachers Examination_____ Certified Professional Secretary Examination_____

Other (please specify)_____

Section C. Teaching Experience

Is teaching experience in the stenographic-secretarial field required? Yes_____ No_____

If so, please indicate the number of years of teaching experience required. _____

Section D. Occupational Experience

Is occupational experience required? Yes_____ No_____

INSTRUCTIONS: If your answer to the last question was "no," please turn to Section E on Page 3. If your answer was "yes," please respond to the remaining questions pertaining to vocational stenographic-secretarial teacher qualifications and/or certification at the post-secondary level in your state.

Please indicate the type(s) of occupational experience that are acceptable.

Accounting/Bookkeeping	_____	Secretarial	_____
Clerical	_____	Stenographic	_____
Distributive	_____	Other (please specify)_____	

Is there a minimum amount of occupational experience required? Yes_____ No_____

INSTRUCTIONS: If your answer to the last question was "no," please turn to Section E on Page 3. If your answer was "yes," please respond to the remaining questions pertaining to vocational stenographic-secretarial teacher qualifications and/or certification at the post-secondary level in your state.

Please indicate the minimum number of clock hours of occupational experience required.

_____

Is the required number of clock hours the same for every teacher, regardless of the diploma or degree held? Yes_____ No_____

If not, please explain briefly the acceptable clock hour requirement for each diploma or degree

_____

_____

_____

_____

Does supervised cooperative occupational experience count toward occupational experience requirements? Yes_____ No_____

If so, is it accepted as: hour-for-hour_____ double hours_____ triple hours_____
Other (please specify)_____
_____

Do hours accumulated during part-time employment count toward the clock hour occupational experience requirement? Yes_____ No_____

Please indicate the required recency of the occupational experience.

Within the last five years _____
Within the last ten years _____
No policy pertaining to the recency of the occupational experience _____
Other (please specify)_____
_____
_____
_____

Section E. Comments

Any comments you may have pertaining to the vocational stenographic-secretarial teacher qualifications and/or certification at the post-secondary level in your state will be appreciated. _____

_____

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The University of North Dakota

GRAND FORKS 58201

DEPARTMENT OF BUSINESS EDUCATION

January 31, 1973

Dear

On January 16, 1973, I mailed you a questionnaire. The questionnaire is being used as a basis for a study which will compile the certification requirements in the United States for vocational stenographic-secretarial teachers in post-secondary vocational-technical schools.

As yet, I have not received your completed questionnaire. In case you did not receive your copy, I am enclosing another questionnaire. Several states have requested the results of the study, and I am sure you will want your state included. Through this study teachers, prospective teachers, vocational-technical school administrators, and state vocational administrators will have available in one source the certification requirements for all the states.

I am sure you will want to make your contribution. You can make your contribution in the next few minutes by filling out this questionnaire and returning it to me in the enclosed envelope.

Sincerely,

Evelyn E. Rogers

Enclosures

BUY NORTH DAKOTA PRODUCTS

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The University of North Dakota

GRAND FORKS 58201

DEPARTMENT OF BUSINESS EDUCATION

March 2, 1973

AIRMAIL

Dear

Your state is one of only two states in the United States for which I have not received certification requirements for stenographic-secretarial teachers in post-secondary vocational-technical schools.

A questionnaire was sent with my letters to you on January 16 and January 31. The compilation of the information from the questionnaire will make available in one source the certification requirements for all the states.

Another copy of the questionnaire is enclosed. Won't you take a few minutes to check the appropriate responses and return the questionnaire to me? If you do not have a stenographic-secretarial program in your post-secondary vocational-technical schools, or if you do not wish to have your state included in the study, please indicate this and return the questionnaire to me in the enclosed envelope.

An immediate reply will be appreciated.

Sincerely,

Evelyn E. Rogers

Enclosures

BUY NORTH DAKOTA PRODUCTS

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